



CDPAC/CSL CRIB Notes

General Background

September 2001



America's Children: Key National Indicators of Well-Being, 2001. Federal Interagency Forum on Child and Family Statistics. Washington D.C. (2001) 126p.

FULL TEXT at: childstats.gov/ac2001/ac01.asp

"The U.S. government monitors the status of America's children and in this fourth annual report we learn that American children are less likely to die during childhood, less likely to live in poverty, less likely to be at risk for hunger, and less likely to give birth during adolescence. The report provides a comprehensive look at critical aspects of child well-being, such as economic security, health, behavioral and social environment, and education."

[Request CDPAC 207]

Much Too Early. By David Elkind. Education Matters. Hoover Institution (2001) 11p.

FULL TEXT at: www.edmatters.org/20012/8elkind.html

"Early childhood is a time for naming things, not for introducing the world of symbols. This article claims that introducing academics too early is risking a child's antipathy toward learning and a dislike of school. The author is concerned that the trend toward academic training of the young is more about parents wanting to give their children a competitive edge."

[Request CDPAC 209]

Much Too Late. By Grover J. Whitehurst. Education Matters. Hoover Institution (2001) 10p.

FULL TEXT at: www.edmatters.org/20012/8whitehurst.html

"Children who attend more academically oriented preschools have significantly higher scores in reading, math, and general knowledge when tested in kindergarten. The author believes that a child can acquire the ability to share while learning about letter sounds just as well as while working with Play-Doh."

[Request CDPAC 210]

NEA Issues Challenge for White House Early Childhood Conference. National Education Association. News Release. (July 25, 2001) 2p.

FULL TEXT at: www.nea.org/nr/nr010725.html

"President Bush is praised for his focus on literacy but is warned that if he is to be successful, he must address the need for adequate health care, nutrition, and brain and social development in infants and toddlers. According to the National Education Association, quality care offers children stronger language, pre-mathematics, and social skills than low-quality care."

[Request CDPAC 211]

Never Too Early, Never Too Late to Prevent Youth Crime and Violence. State of California, Little Hoover Commission. Report #159 (June 2001) 112p.

FULL TEXT: www.lhc.ca.gov/lhcdir/report159.html

“This study addresses the issue of violence that a child experiences from birth to adulthood. It claims that it is never too early to initiate prevention programs and it is never too late to intervene in the later stages of a child’s exposure to violence.”

[Request CDPAC 212]

No Child Left Behind. By George W. Bush. U.S. Department of Education (August 2001) 28p.

FULL TEXT: www.ed.gov/inits/nclb/titlepage.html

“President Bush believes ‘the federal role in education is not to serve the system. It is to serve the children.’ In this policy statement, he is challenging the status quo by focusing on increasing accountability, empowering parents, improving teacher quality, restoring school safety, and promoting character development.”

[Request CDPAC 213]

Preschool and Child-Care Quality in California Neighborhoods: Policy Success, Remaining Gaps. Policy Analysis for California Education. PACE Working Paper Series 01-3 (August 2001) 22p.

FULL TEXT at: www.gse.berkeley.edu/research/PACE/WP%2001-3.pdf

“This study finds that child care center quality was not consistently influenced by community conditions such as poverty levels, ethnic composition, or maternal employment rates. Quality was higher among centers receiving stronger flows of public subsidies.”

[Request CDPAC 214]

Ready to Read, Ready to Learn: First Lady Laura Bush’s Education Initiatives. U.S. Department of Education (February 2001) 7p.

FULL TEXT at: www.ed.gov/inits/rrrl/ready2read.pdf

“Laura Bush believes that every child deserves to realize his or her dreams. She outlines a plan for parents and teachers to work together to achieve this goal.”

[Request CDPAC 215]

“Special Focus on Childcare” The Childcare Connection. By Judy Pope and Ethel Seiderman. *America’s Family Support Magazine* (Winter 2000-01) 15p.

FULL TEXT: www.familysupportamerica.org/content/afsm/afsm_v19_n4/afsm_4_toc.htm

“This article espouses the theory that the best childcare is one that supports not just the child but the family also. The child is best served when the family is involved with the child care and when the needs of the family are addressed.”

[Request CDPAC 216]

State Initiatives to Promote Early Learning: Next Steps in Coordinating Subsidized Child Care, Head Start, and State Prekindergarten. By Rachel Schumacher, Mark Greenberg, and Joan Lombardi. Center for Law and Social Policy (April 2001) 125p.

FULL TEXT: www.clasp.org/pubs/childcare/FULLRPRT.PDF

“States often struggle with two key social goals: the need to promote school readiness for children and the need to support working families given increasing labor force participation among mothers with young children. This paper describes the challenges states face in addressing these issues, responses to these challenges, and recommendations for the future.”

[Request CDPAC 217]

2001 Kids Count Data Book Online. Annie E. Casey Foundation (2001) 184p.

FULL TEXT at: www.aecf.org/kidscount/kc2001

“This book shows that 7 out of 10 indicators used to measure child well-being improved during the 1990s, but there are still 16 million kids living in working-poor families. State-by-state and national indicators of child well-being are presented online in a format which allows you to generate custom graphs, maps, and ranked lists.”

[Request CDPAC 218]

In our continuing quest to highlight relevant materials in a variety of formats, we would like to showcase the following items. Some items may be web sites that have several links to relevant information and cannot be featured as one single item. Other materials are copyrighted and may not be photocopied in their entirety. They are available to be borrowed from your local library or for purchase, and in some cases, are available to be viewed and/or downloaded full-text from the Internet.

The Angry Child. By Tim Murphy and Loriann Hoff Oberline. Clarkson Potter/Publishers (2001) 304p.

DESCRIPTION/ORDER: www.theangrychild.com

“A psychologist and Pennsylvania state senator, Tim Murphy offers guidelines and coping skills for parents and teachers when confronted with a consistently angry child. He helps adults identify the warning signs that signify a more serious problem for the child, the family and society at large.”

Child Well-Being, Child Poverty and Child Policy in Modern Nations. Edited by Koen Vleminckx and Timothy M. Smeeding. Toronto Press (2001) 592p.

DESCRIPTION/ORDER: www.maxwell.syr.edu/deans/news/child_poverty.htm

“This ground-breaking study provides, for the first time, state-based poverty rates that include benefits and taxes not captured by the “official” Census Bureau poverty statistics, and ones that are comparable with those of other nations.”

The Economic Impact of the Child Care Industry in California. By Steven Moss. National Economic Development and Law Center (September 2001).

“This groundbreaking new report finds that the licensed childcare system makes significant economic contributions to the state’s economy and is a key part of the economic infrastructure. Since it generates billions of dollars in revenues, creates tens of thousands of jobs and generates substantial productivity for California families, business and government, the child care industry should be supported by the government, financial and private sectors, much as other critical industries are supported.”

Faces of Change: Personal Experiences of Welfare Reform in America. By Thomas E. Lengyel. Alliance for Children and Families (2001) 240p.

DESCRIPTION/ORDER: www.alliance1.org/foc/default.asp

“This book gives voice to 100 current and former welfare recipients detailing their experience in six primary areas: employment, child care, public benefits, health care, job training, and transportation.”

2001 Family Child Care Licensing Study. The Children’s Foundation (2001)

DESCRIPTION/ORDER: www.childrensfoundation.net/publications/fccs98.htm

“This study of family care (6 or fewer children) and group family child care homes (generally 7-12 children) includes data concerning 23 categories from each state. These subjects range from “number of regulated homes” to “discipline policy”, to “infant care programs” and many others. There is a definition of terms, regulatory requirements, and a list of regulatory offices for each state.”